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AUTHOR Haj-Yahia, Muhammad, Ed.
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ABSTRACT

The Community and Early Childhood Education Project (of the Spafford Community Center in East Jerusalem) conducts a course which trains indigenous mothers to work as paraprofessional instructors of other indigenous mothers. The course includes both theoretical and practical material, and deals with two main areas. The first is a child's development and basic needs, including love, nutrition, and everyday care; phenomena such as fear and jealousy, and the importance of games and play are also discussed. The second area is the mother as an individual within the family, and her role within the family dynamics; the importance of her independence, self worth, and self esteem are stressed. Both these areas are presented in theoretical lectures which are followed by group work in which the trainee mothers participate in discussions, test their own feelings and behavior, and receive immediate, firsthand responses from the other trainees or a staff member. The rationale behind training and employing non-professional supervisors is that because they speak the same language and have the same cultural background as the supervised mothers, their involvement will help to increase client involvement in the project and change the self-images of the mothers through changing the mother-project relationship. (KH)

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THE SPAFFORD COMMUNITY CENTER

COMMUNITY AND EARLY CHILDHOOD EDUCATION PROJECT OLD CITY, JERUSALEM

MANAGED BY WAD AL-JOZ COMMUNITY CENTER "BEIT DAVID"

A JOINT PROJECT OF THE BERNARD VAN LEER FOUNDATION AND THE JERUSALEM FOUNDATION

A DESCRIPTIVE PAPER ABOUT THE PARA-PROFESSIONALS IN THE PROJECT.

EDITED BY
MUHAMMAD HAJ-YAHIA

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Introduction

This paper aims to present the Project's view-point of Early Child Care in East Jerusalem which is run by Wadi el-Joz Community Center and its branch (Spafford) within the walls of the Old City. It deals in training mothers, known by the Project, to work as indigenous para-professional instructors to other mothers known by the Project. These indigenous employees have no formal professional training, either in education or any other related field that deals with child rearing or home-care. These participating mothers dwell in two neighborhoods where the project is activated. The fact that they themselves are mothers to children in the Project is a factor that makes them familiar with the other mothers who are "treated" by the Project's staff. It also familiarizes them with the supervised mothers in such areas as: life style, mentality, values, life-pattern, etc. They received a short term multi-dimension training program (details follow), which assisted them in fulfilling specific roles. The training is concentrated in preparing them to fulfill purely professional roles such as treatment or supervision and not administrative roles such as liason, etc.

The introductory material of this paper is based on both the theoretical viewpoint in training the helping and supervising mothers, and on the Project's field experience. The paper focuses on the specific outline of the course given to the para-professional supervising-mothers. It describes her new role as supervisor and educator in the hope of enabling the families to function independently and educationally towards a more efficient child-care, mainly in their daily role functions and in child-care. They work with the family as a unit, and focus on different variables according to the specific needs of each family. The areas of their work are mainly: organizing the housework, child-care and enriching the family world in different ways; parent-supervision and encouragement towards better parent/child relationship (the mother is the focus here); family guidance towards proper use of community services; social

work; the teachers and the coordinators of the Project supervise the needs of the mother-supervisors; the conducting and timing of the different areas of interventions and the focus of interventions in the families. The supervising-mother (para-professional) mainly focuses in their work as house-wives, mothers and child/mother relationships.

The Goals of the Course

The goals and training that the mothers received were: (a) to provide the participants who intended to work with other mothers the concrete knowledge required by their new task, (b) to provide the participants with "tools" that they may require in their work, i.e., to develop in them specific skills, (c) to develop the hidden potential in the participating mothers by enabling them to develop sensitivity towards themselves; their behavior, their way of relating to people and the way this relating is comprehended by others. Similarly, to try explaining and clarifying each participant's strong and weak points in her contact with people. Again, to clarify the fundamental rules in human-relationships and the points that should be taken into consideration in relation to the contents of their work.

Such goals exist in different varieties of methodology. For goal (a) the knowledge is provided mainly by means of lectures. For goal (b) group-work was mainly used (see the following). It should be stressed here that these were not the only methods used but the variety in combination is extremely important.

The course does not need to cover all the subjects and problems the supervising mothers (para-professionals) are faced with while working. These problems were discussed either in group supervision or in "education-days" in the hope of expanding their knowledge. In the "education-days" subjects which were slightly touched on in the course would be discussed fully in detail and new subjects introduced.

The motive of the worker's quick response to work in the fields are:

1) Practice decreases fear and thus it is preferable to begin as early as possible.
2) Application and absorption of material is more efficient when it is practiced rather than being theoretical only.
3) Personal experiences and work in the families increase the involvement and motivation to absorb the material studied.

It must be mentioned here, that eleven mothers participated and were trained by the end of the course to work as para-professionals with other mothers known to the Project. From among the eleven para-professionals, six worked with almost nineteen (19) mothers. Each para-professional visited and supervised the family once in a fortnight for two hours. Their supervision was focused on subjects that will be discussed later on.

The para-professionals received group-supervision from the staff of the Project during the period they worked in the field. In addition, they received individual supervision from the professional staff of the Project such as the coordinator or social workers. During the field work, the para-professionals received supervision mainly about the problems they faced in the families in order to function successfully. As understood, the para-professionals worked at the homes of the families and not at the Project's building.

Subjects studied

The material given can be divided into two main parts, according to the required goals of the above mentioned course:
1) Technical material. It included theoretical material such as concepts, terminology, etc.
The contents included five main subjects:
a) Roles and family dynamics.
b) House-work and home economics.
c) Child rearing and development.
d) Other subjects.

a) Roles and family dynamics

The central goal of this subject is to impregnate the

concept of the "family unit" as a system of powers and roles by emphasizing its dynamics.

1) <u>The family unit - its composition and dynamics</u>
   Clarifying the general concepts and terminology of the subject.

2) What is the meaning of the term "role" in the family.
   Biological roles vs social roles.
   Each individual has more than one role - which is connected to other family roles and that cannot survive alone. (In order to be a parent there must be a child.)
   - Roles that are either given or taken by the individual within the family.
   - The manner of role-division within the family and what such a division explains about the family. Example: Who manages the "finances" in the family and what does that symbolize; nutrition; health-care; education and discipline. What does it symbolize? From these points, roles within the family are discovered.
   - When and how the role is used (example, cleanliness), dominance/punishment/education.
   - The function of authority - (its advantages and disadvantages) - how to distinguish and what it symbolizes.

3) <u>The position of the different and the exceptional in the family</u>
   The meaning of the different or the exceptional in the family, what does it serve in the system, the role of the different and the exceptional "aged", "retarded", the "problematic child", the "sick mother", etc. The existance of possible secondary profits. Roles that were taken over for personal profit or given by the family for its own profit.

b) <u>Housework - Home Economics</u>
   The main goal of the subject is the impregnation of methods in programing and organizing of house-work. What points should be stressed in order to help the different family construction according to its needs and character.

1. Planning the budget.
2. Buying food and materials, bargains, planning and executing.
3. Buying clothes and house tools; planning and executing.
4. Taking care of the clothes, furniture, house-tools, etc.
5. Organizing the housework - week/month's work.
6. The cheap nutritional rational meal - prices of their necessities/balanced nutrition.

c) Child rearing and development

The central aim of this subject is:

1. To give the sequence of child development from birth till the age of three, specifically and generally to six.
2. In development there are normal stages but they are flexible. That is to give the normal on one side but to clarify that it is not fixed. Example: the normal age for toilet training is around the age of two. But a three year old who still wets cannot be considered "retarded" in comparison to a 14 year old.
3. There is an individual developmental sequence for each person.
4. There are a number of functions in development; and not all of them develop simultaneously. At times, one function develops at a quicker pace than the other (speech/walking).
5. To give the mother the known knowledge about child development.
6. Development is built in stages. The meaning of passing from one developmental stage to the other. The characteristics of each stage. These stages can be divided into more details, such as: birth, nursery, school, adolescence and old age. Each stage has its own characteristics; the central accomplishment; the main problems, etc.

d) Additional Subjects

1. Games and toy making from junk. To use the toy as an educational and enriching tool for the coach/supporter in order to make contact between child

and parent. Making toys from junk is an enriching experience; the creativity, the pleasure from the product, the saving on the buiget and finally the experience the family derives from such an activity, etc.

2. Family planning. Each individual has the right to make his personal decision according to his beliefs, his own lifelong personal needs and attitude and his family's; its size and the spacing of children. Often it is difficult to make a decision because of lack of knowledge. The goals: all the treating staff is to assist the family in making its own decision and not to make it for the family. In the course, it was necessary to allot some emphasis on what to do or not to do in the treatment areas of the support (para-professional). Finally, to impregnate such knowledge to the participants of the course.

3. Poverty culture and the underprivileged. What is the "poverty" culture? Its effect on the culture in general; the characteristic effect-"poverty" neighborhood on the community; on the family; its status; relationships and individual character, inter-personal relationship, cleanliness, habits, values, time, orientation, etc.

4. Parent-teacher-child

-Parent/child relations in regard to learning performance.
-Teacher/child/parent relationship in regard to learning desire.
-"Physical" conditions that might facilitate the child's education (the parent's attitude towards it.).
-The attitude of "punishment" and "reward" in relation to learning.
-The "good" child at home/bad child at school or the opposite.
-The educational goals at school in relation to the parent's educational goals. (Identities, contradictions and their effect on the child.)
-The child's goal at school.

-The connection between the above points with the cultural patterns of the teachers on one side and the home on the other.

-It is very important to clarify that the para-professional supervising mothers are not social workers or tutors. It is intended to make clear the function of the school in the child's life. How the school could become a positive or negative factor in the child/parent relationship. To motivate learning; to teach cleanliness and tidyness and systematic home-work preparation.

5. Personal and environmental hygiene.
6. The relationship between the social workers, the teachers, Project administration and the supervising mothers (para-professionals).

   Definition of the social-worker's role, the teachers, Project administration and the supervising-mother. The importance of such a definition is to clarify and specify the various activities and techniques of each profession. Similarly to point out the importance of the para-professional mother's supervision by the Project's staff and the specification of the different areas of responsibility within the Project. (Administration, teachers, social-workers, supervising-mothers). Responsibility of family treatment belongs to the social worker. Detailed examples of the social worker/supervisor-mother cooperation is given.

2. <u>Inter-personal relationship or means of work with people</u>.

Principles and generalities of inter-personal relationships and manner of working (the how and what). Example: every problem has a number of causes, one reaction has various outcomes, and each is perceived differently from one person to the other. Every individual and family has its own strong points.

The following detailed points were emphasized in the group-supervision that the para-professional mothers attended at the Project. The work in the group was handled in such a way that they related to the "here and now" and went further to deal with the various problems, behaviors, views that the para-

professional mothers faced while at work. The following list is intended to the leader of the group of para-professional mothers whose role was to bring to their (supervised mothers trained to become supervisors) knowledge these points at the proper time: The mother's emotional readiness and intelligence was a suitable background to the contents and the general atmosphere of the group, etc. Probably the list doesn't include all the points but it does specify the ones that were actually discussed in the course.

1. There are no ready made "recipes". It is forbidden to copy reactions from one family to the other or from the group to the field or from my own family to the work.
2. Not all that disturbs "A" disturbs "B".
3. The feeling of cooperation in comparison to what is given generally or individually.
4. The importance of listening.
5. Situations of successful functioning and bad feelings or the contrary.
6. Every phenomenom is caused by various possibilities.
7. The importance of relating to other people's talk.
8. Every phenomenom has various possible results.
9. To feel in addition to thinking.
10. Not to concentrate on the "weak" in order not to strengthen the existing pathological behavior.
11. Distinguishing between internal and external factors. Also distinguishing between personal and environmental factors.
12. Differentiating between the biological and evironmental aspects. (Those similar to others were unconsciously brought up according to the same social norms/consensus.
13. Stereotypes-problematics-avoidance.
14. Every family and every individual has strong points.
15. Over-identification on one side and over-criticism on the other.
16. The inclination to "model" (Geshtalic) viewpoint of the individual.
17. Touching on one trait of the individual/family is liable to affect the whole individual/family and may affect additional traits.

18. There are various alternatives in dealing with the same subject.
19 One phenomenon can be understood differently by various people. Example: "You were chosen to get a supervising-mother." This could be understood as either "I am a failure, that is why I need a supervising-mother," or "they trust me and I have potential - therefore I am getting a supervisor."
20. How does the family who had just received a supervisor perceive itself. (Various possibilities)
21 How does the family perceive the supervising-mother. (Various possibilities)
22. Secrecy and the right of the supervised mother's self-determination. To be aware of her human value, self respect, and her own personal responsibility and therefore to treat her with respect and honor. Similarly, it is the responsibility of the para-professional to supervise her in befitting conditions that consider her privacy.
23. Using the "referred" method of self feeling of a failure and self behavior. (It's not <u>You</u> who is not good; it's the punishment method you use.)
24. Encouraging and strengthening the positive behaviors by watching for the thin lines between the encouragement and repetitive emphasis "you are strong". (What does it do to the supervised mother...)
25. Humanitarian and frank relationship.
26. The meaningfulness of referring subject to other responsible organizations in the community. (Well-Baby Clinic, Medical Ins., Kupat Cholim, Social Welfare, social worker of the Project, etc.)

<u>Teaching Methods in Preparing Supervising-Mothers</u>

The supervision department of the Project adapted a number of methods in preparing the para-professional supervising-mothers, among which are lectures, discussions, practical experiences (eg. toy making), group-work, individual and group supervision. The method was to combine the lectures and the group work. Every subject given in the training course was touched on by lectures, group-work and group supervisors. The time factor in each method was determined according to the requirement of the subject and the need.

1) Lectures: The main purpose of the lectures was to offer information and was used as a base for knowledge internalization. The contents given were developed and adapted in discussions and group-work.

2) Group-work:

The staff and administration of the Project believe that group-work is one of the main tools of training and supervision, in general. Particularly in the para-professional supervising-mothers training course. We believe that this tool is especially effective in order to teach mothers how to handle inter-personal problems and to give them skills to handle psychological situations they face while at work. We believe that this tool is the most efficient. It combines cognitive learning together with practical experience, thus offering a personal and specified learning experience. That is, it relates to each mother and to each detailed behavior making it possible to try new and different behavioral patterns, thus allowing them a wider range of possibilities. In these work-shops, emphasis is placed on choice of relevant subjects and situations for the participant's experience and function.

This area includes different methods and approaches. One of the relevant decisions the Project had to make was choosing between "formal" group work, i.e., constructed work with mothers, and "free" leadership where there are no defined constructed work. In the course, the former method was chosen. The work-shop included exercises and working methods (eg. discussion of the events, listening exercises, role-playing, etc.)

We would like to point out the controversy in group-work methods and definition - such as: group work, work-shop for inter-personal relationships, group-dynamics, etc. Our intentions were for a constructed workshop. Detailed method of work follows in a special section.

3) Combination of lectures and group-work

The group that works simultaneously with a lecture is liable to better learn the contents of such a lecture. The group-work gives the practical contents through the emotional experience.

It allows the participants to absorb the material through tangible experiences rather than only intellectually. The supervising mother, through group-work is able to apply the theoretical learned material and the tangible events through role-playing and exercises. Similarly, it is important to touch on the emotional experience level, since this is the area the para-professional should activate in the supervised-mothers. Only by emotional experience are they really able to internalize the material. Again, the chances are that they will make a more successful contact which is true and frank.

4) Work on the principle of inter-personal relationship

While dealing with other subjects (group work):

As aforesaid, by means of group-work the material given in the lectures is clarified, processed and adapted while in practice. "I heard a lecture on house-work, what do I as a supervising-mother do with it at work?" In group-work the role "my task" is internalized. Again, in group-work, all areas mentioned above are dealt with, like inter-personal relationships and methods of work while simultaneously dealing with other subjects. The course was constructed in this manner based on the following considerations:

a. It is more difficult to develop awareness to inter-personal problems and internalize methods and principles in the field.

b. Discussions in interpersonal problems while dealing with other subjects doesn't cause anxiety and permits the para-professional supervising-mothers to process the main central points in their work.

c. Significant understanding and internalization of the principles, methods and concepts is attained when they are dealt with a number of times in various ways and from different points of view. This is the perfect way to prevent accepting "labels" from the language. Thus, repetition and reprocessing of the principles in the different subjects takes place and the probability of internalizing is increased and not limited to a fixed context. Example: One of the important methods of work should be perception of the family as individuals. They should be related to not as objects but as humans

with character, needs, customs, beliefs and values. The intention is not to adapt the behavior of family "A" or family "B" or my own family on the treated family without considering the specific needs of each family and each individual. In order to widen the awareness to the principle and internalize the methods, the above mentioned subjects were worked on. Beginning with the technical points dealing with organizing the house work, relating to child education, husband/wife relationship, role-distribution within the family and relating to man as human. Example:

a. In the field of roles and family dynamics - Role division can be different from one family to the other depending on its composition, age of children, husband's work (if working shifts, etc.), whether or not the wife works outside the home, mentality and leadership, etc.

b. Home Economics: There is a difference in organization and characteristics of shopping from one family to another. Again, there is a difference in the equipment of one family and another. Families have various needs that should be considered in organizing the home. Example: Distribution of children in rooms according to age, sex, etc. When to eat the main meal, etc.

c. Child-rearing and development: In each family, the children's various needs should be accepted and related to as suitable and not to adapt one strict method to all children and all families. Example: Children in family "A" need more nutritional care while in another family (or another child in same family) need more personal attention and interest in what happens to them socially. There are individual differences in child development.

5) Information Evaluation through Group-Work

As mentioned before, the division between lecture information and interpersonal relationship principles-group-work, is not sterile. During group work "information vacuums" are discovered which are to be completed by short informative

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lectures. Precisely, in group-work, when information is given in an actual manner, it is perceived better. Example: it might be that in one of the sessions the group discussed "retardation" and the emotions this subject awakes, (fear, pity, "is it contagious", superstition, etc.) The leader of a group would find out that there is a confusion between retardation and mental sickness based mainly on misinformation. The leader gives a short lecture to explain retardation, the main causes of retardation and the difference between it and mental sickness.

Group-Work as a tool of training indigenous para-professional supervising mothers.

In addition to the knowledge, the most important tool that the treating worker, professional and non-professional, has is his/her personality. When a worker has no formal education, the personality and life experience become most important. The mother is to develop and enrich her personality and self-awareness of her strong-points, feelings, values and attitudes in order to enable her to make efficient programmed controlled use and potential awareness in her work with mothers of the other families, as well as to develop in them specific skills required for their jobs.

1. Reinforces self-esteem

   One characteristic of the population in question here is the relative low self image and the feeling of hopelessness that results from a fatalistic attitude and loss of control is simply superficial. People who understand their behavioral encouragement as dependent on happening, miracle, "chance" or luck are recognized as the ones whose dominance is superficial. That is, they fail to connect their own doing with what is happening. On the other hand, there are people who understand the behavioral encouragement as dependent on their own actions. These have internal control. (Rotter, 1966) One of the goals of the Project is to develop the sense of internal control thus strengthening the personality of the supervising-mothers. As a result, this population is characterized by the feeling "I don't have enough to give!" that is accompanied

by the tendency to turn to others for help and eventually lowering their self-esteem.

Group-work provides the opportunity for various interactions on the basis of "give" and "take", willingness to give and the ability to take appreciatively. Valuing the contribution is important in strengthening the mother's ego. The mirroring and feedback enable the mother to recognize her own powers and reinforce her ability to adapt to various roles and functions. Again, it reinforces her self-esteem by experiencing the "I have what to give" and "I can do". Such exercises give the mothers the experience to believe in their own inner-control. Since man is characterized according to superficial feedback, exercising to relate to others is very significant to such a population, especially to the group of supervising-mothers. This could be reached efficiently in group-work.

Following are a number of examples that were taken from conversations with the para-professional supervising mothers at the end of the group-work training program.

"It gave me confidence - I had a little, especially the role-playing." "It gave me self-confidence that I can succeed and therefore I don't hesitate." "It reinforced things that I had before and it brought up new things in me." "I am more sure of myself today and more strong in the things that I learned." "It influences me in my neighborhood and my relationship with everyone else." "We knew it was within us but we were unable to bring it out."

2. <u>Learning through others</u>

Group work is based on the principle where a human being understands himself through those who surround him. He comes to understand himself through the mutual interactions with others. In the early days of life, the child understands those around it as assisting or frustrating its needs. With mutual interaction with its close environment, the child learns how to respond to the world and how to disconnect itself from it. Self-image, aspirations, and life-standards are determined by the feedback one receives in

one's surroundings. Again, an individual removed from his/her surroundings often breaks (Cohn, 1964). The educational group is the one in which the group is significant to the participant and can function as that early group did. It is necessary to emphasize the importance of the "others" to this population. By the "other" is meant the "significant others"; i.e., the community, the same neighborhood, the same sex, the same situation of another who has a child in kindergarten, etc.

In the methods of supervision, Kadushim (1976) also emphasizes the importance of the group especially to new para-professionals. They feel lonely in the system and need encouragement and feedback, feeling of identity which is true in the case of the trainees. Konpoka (1972) states that the individual is not a lonely being, but he/she is a part of an integrated system grouped beings. Interactions within the social group cause change in the group and within one's self. Group work connects details, it emphasizes and discovers the common factors between things and at the same time projects the individuality of each person. All subjects or points dealt with in groups should be discussed in "the here and now"; i.e., the moment the subject comes up in the group. Again, central work for the group deals with "I in my role." Example from the course of the supervising-mothers - the subjects were dealt with from different angles: general, personal, "I in relation to others", "I in the role as a mother and supervisor."

General: The art of significant listening was discussed. Why is it important to listen to others? Lack of listening causes possible reactions such as aggression, indifference, withdrawal into self because others didn't hear me. Why is it difficult to listen to one another, learned traditions of listening in different cultures.

Personal: First, practicing different "listening exercises", and then discussing the participant's personal points. The goal is to bring up a subject and to sharpen the participant's

awareness of it and eventually to assist them to realize in themselves the "turning point", the "red light". Example, After an exercise the trainee mothers said the following: "It's difficult for me to listen because I start thinking right away what to answer." "I am afraid if I don't answer right away somebody else might beat me to it." "I like to listen but I like it when people hear me." "When I am nervous, I don't have the patience to listen to others."

I in relation to others: To whom is it easy to listen and to whom is it difficult? Again, in consequence to the above mentioned exercise, the participants stated - "I listen to my husband more than my children." It is easier for me to listen to people who speak short statements rather than elongated ones. The course gave listening in other cultures. The group was urged to find out to whom it is easier/more difficult to listen to.

I in my role: Application of the above learned points and exercising "listening" mainly by role-play in order to develop the skill. Example: What the supervised mother feels when I listen to her. What do I feel when she doesn't listen to me? How do I usually respond? Family situations that show lack of listening? and how to deal with them, etc.

3. Equality Principle

Equality is one of the basic terms in group work. The fact that the group consists of mothers with similar knowledge level is already the basis for equality. The leader is part of the group too. He/she is a participant-leader who is less authoritative than any others. He/she distributes all the teaching among all the participants and doesn't centralize it on him/herself. The group deals with the personal, social and intellectual development of its participants. The basic equality reinforces the power of the "ego", the feelings of equal among equals, develops self-ability and encourages self-expression. Therefore, the group develops balanced mutual relationships and doesn't permit dependence that usually develops in other forms of work. Again, the group reinforces individual independence by giving those

low self-esteemed mothers the model-experience of a democratic method. In the group, learning is not in the form of authoritarian-know-all individuals as is the case in lectures, but it is a learning experience to all and from all participating mothers. They are subjected to a significant and enriching experience with the help of "feedback". Such a method of work is particularly appropriate for socially traditional mothers. Women from this social background have a firm understanding of life and their role as women and mothers. As was previously explained, values that back those mothers are those "significant others" (Slimy, 1976; Steinman, 1971). From researches about mothers from social traditional backgrounds, it was found that "motherhood" is their main strong point. This is the area where their self-esteem is especially high compared to "I" as an individual; as a part of society, as a citizen, etc. The self-expression is expressed in their dealing and relating to others (children and husband). From this it becomes clear that a mother's role definition is primarily in this area and here is where they feel confident in self-expression. (The para-professional mothers deal with the family area, especially the woman as a housewife, as a mother, organizing the daily functions, cleanliness, cooking, relating to children, etc.) Part of the training in group-work is to bring the mother to express and experience feeling herself. Therefore, this method develops and strengthens the individual within the group. Persons from the lower social level are deficient in intellectual development, relatively low in self-image and have a feeling of exhaustion. In the group, learning is activated in an organized method which is directed to their level of involvement universally. The leader is also common to all but again private, which enables the participants to cultivate the particular and the differences of each one in the group.

Sharpening Criteria and Practical Learning

The group permits the possibility to see a problem from different angles. The different angle and diverse feedback

creates new possibilities and sharpens criteria from an emotional and cognitive point of view. Therefore, the ability of understanding is sharpened, a very important factor to use in treatment, especially to those mothers whose perceiving abilities are not developed, who are characterized by "superstition", "that's it" and are dependent on superficial factors as was presented earlier. Generally speaking, the intellectual level of this population is relatively under-developed. Their ability to abstract thinking, conceptualizing, referral and understanding are not ready and within their reach. (Frankerstein, 1970). Learning within a group is concrete and touchable. Therefore, group work methods that emphasize the learning of group process are not suitable. The participants learn through "concrete experiences" to become aware of the existing skills contrary to lectures that stress the intellectual-mental tools. In the group, participants could be the models. To such a population, learning by imitating models is a known and accepted method of learning. Again, eventually they would become models to the supervised-mothers and there is no reason why modeling should not be a teaching method in a concrete manner during training.

The actual concrete learning experience is often more important than strict intellectual learning. Experiential, acquired knowledge in more efficient and significant than theoretical (Roger, 1973). The participants are activated more in group learning than in any other method. Active learning methods are the efficient absorbtion methods to this population which is characterized by superstitions, luck, chance, etc. (Katzenbaum).

Group work and here "peer group", usually awakens the achievement and competitive factors, the need to stand out and be reinforced by others. These factors permit more efficient preparation for community work. Again it motivates them which is essential in their training for such a hard job. As formerly said, one of the goals of the

training program is to develop in the mothers skills which are necessary for their work with other mothers. Example: Group work makes "practice" in their "methodical" skills, speech, expressing attitudes, thoughts, beliefs and feelings in front of others. The characteristics of structured group work where the activities are defined and structured to suit the roles of the trainees, making them clearly defined and structured roles in relation to areas and extent of involvement and the treated population, etc.

Work according to the level of each participant

An additional characteristic of the group-work technique is the starting point - "where each of the participant-mothers" is from an emotional, intellectual, perceptual and positional point of view. Therefore, the participants determine the speed of work, process and phases within the group. Although the lectures or other teaching methods could have similar effects, in group work it is easier to detect and preserve. Moreover, emotional expression is legitimate in a group which permits the participants and the leader to develop with one another, each at her/his own speed and at the same time still be a part of the group. This is especially right and important considering the make-up of the group (intellectual, developmental and emotional).

"Innocence" Preservation of the Indigenous Workers

Unbarger, Carter (1972) recognized the innocence of the indigenous worker which is an important tool in their work. Our group-work was adapted to the participants, thus saving their innocence so that it could be used in their work. Thus each has the legitimation to be "as she is" (within the accepted norms) and not to strive to be "like" a specific mode.

Today's general world tendency is to acknowledge and reinforce each person with what she/he has: culture, values, etc. This is contrary to the old tendency to aspire to be similar to a specific mode.

Contrast and Comparison

The technique of structured group-work emphasizes universal

norms in comparison to technical part. Thus the intensity of involvement is generally specifically and concretely/ universally directed. It provides the possibility to experience and feel the general similarity beyond the order of events on one side, and the opposite-specific unity within them. This is essential to people learning work in treatments of all sorts. Again, it allows tangible tests of the learned material in this or in any other method. Through active experience, it improves the learning process by actual practice and application of the material. Through group work and active participation in such as simulation, role-playing of the concrete problems helps them acquire actual trust in each other and themselves. An additional advantage of this method is categorization. The leader, the participants themselves and the other participants select and test their ability to function in accordance with the training.

Only in this technique is it possible to see the trainees actually working with the learned material. Therefore, this is the most reliable method of selection. Such a format should be emphasized because there are not yet tools to diagnose people who fit for treatment-roles nor does the literature discuss it.

Attitudes and Approaches

One main consideration in training workers especially for treating individuals (social-workers, psychologists, etc.), is their approach and attitude towards various phenomenon, behaviors, life-styles, etc. (Kagna, 1976). The forgotten concept of classical teaching methods doesn't leave any doubt about their failing efficiency. The goal of this common method is "to cover the material". The cognitive social-psychology shows that memory is not only limited but concept absorbtion is also affected by motivational factors, values, etc. It is seen to have little change effect in conceptual and approach teaching techinques (Chien & Benne, 1962; Kagna, 1976). Therefore, if we intend to teach concepts and approaches of work, it is

clear that lectures are not efficient out group-work which enables actual experience is by far more so.

Group-work provides the means to work - "the how", while the lecture method centralizes on content - "the what". Expression of various means coincides with the participants' personality. Group-work makes it possible to work with each participant on the technique she prefers "reflecting" or the participants mirroring is the teaching means. As one of the participants has said, "I learned in the course, especially from role playing, how to give and transmit what is inside me."

The group legitimates and reinforces various ways contrary to other teaching methods; in the group the authority present is suppressed as previously discussed.

Summary: We mentioned a number of points that emphasize and project the efficiency of group work as a tool in training the mothers known to the Project. These are indigenous mothers who are to supervise other mothers known to the Project and who are in need of such supervision and treatment. The method and characteristic of group work agrees with the goals of the treatment training course. It deals with developing the mother's dormant potential, her awareness of her own strong points and developing skills that she requires as a supervising mother. Such characteristics suitable to the special population in question: relatively low self-esteem, the importance of the "significant others", relatively limited in the cognitive intellectual level. Again, to permit personal self-evaluation of the mother in the actual material and the efficiency of the participant's diagnosis and classification.

Material Content in Child-Care Between the Ages 0-3 Years Given to the Para-Professional Mothers

We decided to deal with this subject in detail because:

1. The importance of the mother's and family role specifically in those early years of a child's life.
2. This subject was specifically dealt with in addition to the

material given in training the mothers, in order to explain personally the importance of their role. The main part of their work would be to supervise the other mothers on how to deal with and educate the above mentioned age group. Therefore, they had to know how to explain the importance of this specific phase.

3. In order to deliver the rest of the Project and to all those who read this report; the content of the training program of the para-professional mothers in E. Jerusalem; we hope that this report will be educational to others and at the same time we would appreciate feedback from them.

The goals of the training course the para-professional mothers had, with its content of five subjects, was formerly explained. Presently, we will concentrate on one important subject - Child Development Rearing and Handling in the First Three Years of Its Life.

The aims of the contents are:

1. The program aims to impregnate and develop the supervising mothers intellectual ability to understand the child's development and to be able to deliver such information to the supervised mothers.
2. Assisting the supervising-mother intellectually and practically to develop awareness towards the individuality of each child. Again, to be able to explain and pass the message to the supervised mothers.
3. Similarly, to acquire awareness and knowledge of the child's needs. The ability to fulfill such needs and form of explanation required to pass the necessary knowledge to the supervised mother.
4. Assisting the supervising-mother to understand the child's personality, problems and manner in which to explain it to the supervised mothers.

Out of such a point of view did the Project decide to discuss the stages of child development from the physical, mental, psychological, speech, nutritional and early child problem. Method used was simplified lessons accompanied with explanatory drawings. Content discussion of the above mentioned subjects:

1) How do children grow up and learn

The mothers attended lectures on child rearing and education from birth to adolescence. They were also told the importance of early childhood knowledge in order to be able to handle them.

a) Children differ from adults:

It was explained to the mothers that infants and adults differ in the following areas:

1. Their ability to know their needs.
2. Their ability to demand the fulfillment of their needs, at least by speech.
3. Their ability to fulfill their own needs.
4. Their way of expressing their needs (children cry when they are hungry).
5. Ability of self-control.
6. The ability to distinguish between what is "allowed" and what is "forbidden".

b) Children grow up in the same basic way:

The stages of child development and infant rearing was explained to the supervising-mothers:

1. Physically, starting to walk, run, play ball, etc.
2. Socially, how children learn to live and relate to other people without resorting to aggression such as hitting and biting.
3. Mentally, how they learn to discover the world they live in, etc.

c) Children share the same basic needs:

The basic needs of all infants was explained to the mothers:

1. Children need enough sleep and nutritional food.
2. Children need to be clean and warm.
3. Children need to be encouraged to talk.
4. Children need to play.
5. Children need to learn various things.

d) Children pass through the same developmental stages:

1. Physical: All the developmental stages and the fact that children sit before they stand was explained to the mothers.

2. Socially and Psychologically: Different social and psychological child development were explained, and examples were given: children first discover themselves and what they need and then others.

3. Mentally: Children learn by touching, tasting and destroying and then start to think about things.

e) Each child differs from all other children:
This area was explained and reasons for it were given. Example: A child inherits some characteristic from its parents, like color of hair, shape of eyes. Again, each child is different because its experience in life differs depending on the house, neighborhood, parent education, family relationships, etc.

f) Each child develops and learns in its own way:
Concentration in this area was on the physical, social, psychological and mental differences - even though they might be of the same age. That is, some children sit at the age of six months and others at a later date. Or some drink from a cup prior to others. Therefore, we should consider each child as unique and thus deal with it as an individual and not to expect the same thing from all children. The emphasis here is on its singularity and individuality when relating to a child and not necessarily comparing it with its age group.

g) The child's ability to learn about itself and others:
In this section, the concentration was on providing para-professionals with knowledge of the child's ability to learn about itself and others. Her role in this area is important since she is to supervise other mothers to care for their children in a good manner so that the child has the ability to learn properly.

h) Children learn about others in different ways:
We concentrated here on providing the para-professional supervising mothers with the means in which the infant could learn, such as touching, tasting, feeling and playing with objects. The child learns about a ball by throwing and rolling it. A child leans from games how things are built

and exercising its little finger muscles when building cube towers. Children learn from observation and imitation. They learn from listening to others and trying to talk with them.

Such material was given to the para-professional mothers in addition to educational values in order to know the significant and effective methods of its application.

2. Physical growth

By physical growth, we mean how the infant grows up in every one of the stages as characterized in every age.. The explanation the supervising-mother received concentrated on the physical differences in children.

The Physical Growth Program included-

1. All children need to be energetic and healthy physically

Subjects and needs that determine the healthy and strong child growth were discussed.

a) Nutritional foods: Foods such as milk, cheeses, green and yellow vegetables, fresh fruits, meat, fish, the various kinds of bread were discussed for the child's benefit. Similarly, essential proteins, vitamins and minerals were discussed.

b) Rest: The importance of rest and sleep to the infant, and how it stores power during sleep to be utilized for growth.

c) Exercise: Exercise is very important for children. They should move their muscles and exercise their feet and arms by kicking. When children exercise their bodies, their muscles become stronger. The program also dealt with how to explain this information to the supervised-mothers.

d) Cleanliness: The program explained the importance of cleanliness to children and for their healthy growth. It also discussed all the above items not only for healthy physical growth but also for better mental and psychological growth. Example: To develop the ability to learn and psychological stability, etc.

e) Gross-motor development: By gross-motor development.

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is meant the ability to use muscles in exercise such as kicking, bending, lying, sitting, crawling, walking, running, climbing and jumping. It also explains how a child succeeds in using those muscles. Again, it explained the physical and mental importance of such exercise, its effect on his ability to learn about himself and the outside world. Here exercises were given to the mother to teach her how to massage the feet and how to teach these exercises to the supervised-mothers. We concentrated on the differences between the children through all the stages of development; e.g., one child could sit at the age of 5 months and another at the age of 6½ months. In the program, we concentrated on the importance of noticing and observing the child's ability to exercise. What exercises can he/she do? and what exercises he/she fails to do.

2) <u>The children's need to exercise their bodies easily and safely:</u> This discussed how the child acquires confidence to exercise his/her body. Such exercises help the child to feel good and confident and provide him/her with experience. Again, it discusses the method in which the supervising-mother would explain to the supervised mothers ways of gross-motor development. Example:

a. Providing mobiles above the newborn baby in order to attract its attention and draw it to move. (Here the baby remains on its back all the time.)

b. To provide a safe place in and out of the house for the child to practice and exercise its gross muscles. To provide fixed handles to enable the babies to hold and pull to stand.

c. Provide the child with tools to encourage it to play with excitement and use its gross-motor muscles. Example: Stairs to climb, a swing, balls. The concentration here was on how to guide the child not to hurt itself.

d. We concentrated on how to encourage children to play and try new things.

Fine-motor development

Concerns the muscles used for the following:

a. Using the fingers to open a book or tie a knot.
b. Pencil grasp, holding coloring pencils, and its importance to the child's mental and psychological development.
c. Eye-hand coordination.

The games that help the child's fine motor development, mental and psychological abilities were discussed here. Examples and diagrams on how to develop the above mentioned areas were discussed in addition to providing examples on how to apply them.

It is important to mention here that much attention was given to practical and theoretical examples, so that the supervising-mother would be able to understand and explain properly to the supervised-mothers. The supervised-mother learned how to apply such knowledge on her children and to make her aware of its importance mentally and psychologically. They were given examples on how to help a child to draw its hand, its legs, sit, crawl, walk, jump, climb and run.

3. Mental Development

Mental development discussed how the child learns to understand and deal with the world he/she lives in. In this section, the concentration was on the child's mental developmental stages. How to assist it to reach a healthy mental development, how to guide the supervised-mother and help them understand the stages of development in order to assist their children to develop healthily. What and how to use these assisting methods.

The supervising-mother learned in this course the importance and means in which the child stimulates its development, such as taste, touch, testing and discovering things. It discovers objects by putting them into its mouth, play, trial and error. Or by using its fingers, hands, legs, observation, listening and imitating others, etc. Children's needs to become more aware of the use of their bodies and most specifically, their own bodies were discussed.

Again, their need to learn the different names of the parts of their bodies. The need to know that these parts have names. The need to learn about their own family and other people. Be able to distinguish between strangers or acquaintances-who these people are. The child's need to learn socially accepted lawa (using different tools, e.g., bed for sleeping, the toilet, purpose and importance of books, etc.). Their need to discover and learn about things even if they have never seen them. Their need to develop awareness and understanding of various concepts-like time to sleep, etc. The child's need to think, how to solve its own problems, the need to develop its memory and contact with others, etc.

All the above was discussed and explained to the supervising-mother in order to clarify the child's requirements to develop mentally, to be able to explain it to the supervised-mothers and to develop their own awareness of the existence of such needs. Theoretical and practical methods on how to deal with and fulfill such needs was discussed. Thus the supervising-mothers had all the necessary explanatory means with which she can supervise mothers on how to handle their children. Similarly, the explanatory method used in "Physical Development" was used. There too, different explanatory methods were used, such as pictures, and others in the following areas:
How to stimulate the fingers (not only physically). How to use the fingers from the point of healthy mental development. How to use the fingers in various and specific games, building specific games. How to use the fingers in various skills, e.g., playing with cubes, pegs. Using games to stimulate the child's various potentials like thinking, hand work, making objects from material or dough, etc. Encouraging the child to discover with different aids. Again, to encourage him/her to risk and be imitative, etc.

<u>Fear in children</u>:
The concentration here was on the first, second and third year of a child's life and on how to deal with fear. How the supervising-mother should assist the supervised-mother in helping the child overcome fear or at least how to cope with it. Causes and kinds of fear were also discussed.

Example: Fear in the first year of a child's life could be caused by:

1. Fear of things sighted for the first time which might make loud sounds like dogs, planes, cats, etc. The means of overcoming such fear were discussed, too.
2. Fear of bathing during the first year which might be extended through the second. Fear of diving or fear of soap bubbles. Again, the method of overcoming such fear was discussed and means of explaining it to other mothers was clarified so that it would be properly used.
3. Fear of visitors or strangers.
4. Fear of strange objects that move suddenly, e.g., the telephone or electric lights.

Similarly, anxiety in the second year of a child's life was discussed. The causes and methods the mother could apply to overcome it and which might help her child to do so were given.

Again, the various kinds of fears developed in the third year of a child's life were discussed, like, fear of the dark, fear of animals, fear of unseen objects (devils, ghosts, etc.). (These are figures that mothers use to frighten the child to quieten it down.) The supervising-mother was informed of the various methods which she had to explain to the supervised mothers in order to overcome such fears. Methods in preventing fear in children were also discussed.

5. <u>Weaning problem</u>

The section discussed all areas of weaning, such as how and when to wean a child. The change in timing also effects the method used in weaning. The psychological problems that might result from improper and cruel weaning were also discussed. Despite the difference of opinion regarding the timing of weaning, all are in agreement that weaning should take place step by step. Adding the number of bottle feeds and decreasing the breast feedings. This was discussed theoretically, and practically and the manner in which the supervising-mother would go about bringing the information in an understandable way to the supervised mothers.

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6. Jealousy

This section dealt with the meaning of jealousy as a phenomenon and its treatment. The supervising-mothers were oriented on how to prepare a child expecting a newborn brother/sister so that the jealousy problem could be eliminated. These para-professional mothers were also informed of the technique with which she would guide the mothers in the future.

7. Feeding habits and nutrition

Here, the reasons making a child difficult to please, or the problems decreasing its appetite such as teething were discussed. Again, the mothers' role in such situations was discussed. She should depend on the child's appetite and allow the child to chose the food it prefers. Or allow him to eat from the chosen kind as much as wanted contrary to the usual, without fear of the consequences. The mother shouldn't worry if her child temporarily dislikes any kind of food.

Certain preventative points in malnutrution were clarified. Such as the importance of breast feeding and how to perform it safely. Adding nutritious easily digested foods to its milk from the 4th month. Giving it foods (vegetable soup). Giving the child sugar to provide it with calories but keeping in mind that too much sugar causes tooth decay. Giving the child dried (figs, raisins) and fresh fruits instead of sugary sweets that he/she might buy at the store. In addition to being nutritious and having iron, figs and raisins have a sweet taste and prevent constipation. Carbonated drinks such as Coca Cola are bad for the child's teeth. Drinks such as lemonade should be prepared to contain vitamins and prevent colds. The critical period of a child's life is the first few years during which he might develop malnutrition. Restricting the child to milk in those years could cause malnutrition. Again, it was explained to the supervising-mother how to modify to the circumstances of the supervised-mother. The contents of foods and vitamins

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children require for healthy physical development was demonstrated.

8. First Aid

First aid means all that any human being could do to treat accidents that might take place in the house, street or on an outing, before reaching a doctor. First aid knowledge helps the mother to know what she should do in times of crisis.

It was explained to the supervising-mothers the mode of treating cuts, bruises, bites, eyes, noses, ears, poisoning, nose-bleeds, burns as a first aid. It was also clarified to her how to explain the above material to the future supervised-mothers.

Factors leading to the disemployment of the consumers:

Presently, an integral part of the manpower employed at most social services in the world are non-professionals or para-professionals. In certain services their number exceeds that of the professional employees. Moreover, they function in roles intended only for professionals.

Similarly, the general interesting outlook of this manifestation doesn't relate to the obvious presence of these workers and are ignored in almost all of the social services. None of the social services are willing to try and evaluate their roles structurally. Employing non-professional workers in the social services could be discussed from two main viewpoints. The first regards them as an integral part of manpower at the services and doesn't relate to them as marginal or worthless. It is believed that with structured, rational and suitable professional training, these workers could function in jobs where formal training and specific professional skills are not required. Or to function in jobs that are within the responsibility of professional workers. The second regards the involvement of non-professionals within the social services with great concern and demands to minimize them as far as possible. The approach emphasizes the prevention of non-professionals from penetrating the "exclusive territory" of the formally trained professional workers.

In the next part, the argument leading the Project's administration of Early Childhood in E. Jerusalem to employ non-professional (para-professional) supervisors to guide and supervise the rest of the mothers known to the Project will be discussed. Similarly, the disadvantages of employing such supervisors will be discussed.

The rationale behind employing the Project's trained workers

Employing known mothers that were trained at the Project emphasizes two main principles:

1. The need to employ experienced mothers who are liable to have similar experiences to those mothers known to the Project.
2. The need to employ mothers from similar social-cultural, demographic background to supervise the mothers known to the Project.

The intention was to employ mothers with special characteristics guided by the following three main incentives:

I. The desire to increase cliental involvement in the Project by determining its policy and form of activity.

Employing mothers who come from the cliental population of the Project is perceived as a materialized ideal significantly expressed of "cliental cooperation" within the service system. It affects the shaping life style of the families known to the services. This ideal only suits the principles of a democratic society which is the basic values of the different professions within the social services.

II. The desire to change the self-images of the mothers through changing the Mother/Project relationship:

To acquire the needs of their families, especially in child care, limit and decrease the mother's dependence and reliance on the service of the Project, therefore they were employed within it. A detailed discussion beyond this paper was made of the question, dealing with the connection between the development of social withdrawal, or passive dependence, and the assistance people received. We therefore will point out one more explanation that reinforced us to employ mothers known to the Project.

It explains that dependence of assisted people caused by the society's negative response towards the

needy in the social services. They are labled as "parasites" and society relates to them negatively. This drives them to crystalize a self identity to fit this social perception, and to behave according to the social definition within their environment. The moment that such self-identity has been acquired, crystalized and reinforced, it would be extremely difficult to extricate.

The employment of mothers from the consumer-population of the Project, in which other community activities take place, was a trial major to check such a development.

The hidden therapeutic adaptation of employing helped mothers to function as helpers was to enable and develop the more passive and apathetic mothers. A very important thing is to show social activity, supervising and educating mothers in areas of child care. Recruiting mothers takes place by transferring them from one side of the fence - non-giving/taking category, to the other side, the givers and takers. It was expected that moderate and partial change would effect environmental image towards the needy, and refashion their label. Thus, a process of change in self-identity and image would occur.

According to this approach, employing indigenous non-professional workers would transfer them to active elements within the community and give them pride in themselves.

Another approach that promotes employing indigenous non-professional workers emphasizes the vital cooperation between the consumers and the service. Such cooperation is stressed in the differential basic structure, the manner of activating the population on one side and the formal organization on the other. This approach will be discussed later on.

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3. Employing non-professional workers as a method of recruiting resources within the client's reach:

The method that promotes employment of clients as a means of recruiting resources is based on a number of elementary assumptions --

a. Fulfilling the needs of individuals, groups, and communities requires the creation of social services. They would be run by professional workers according to professional and bureaucratic principles.

b. The social services and their professionals cannot deal and satisfy all the needs and problems. Some needs could be met by private organizations such as voluntary organizations or groups of local residents that work within the community, or by people within the community who work in social services. From such a point of view, the employed mothers would make use of the resources and direct their attention to other mothers.

The above approach will be discussed later. The benefit of employing indigenous non-professional workers can be summarized into three main additional aspects:

I. Professional man-power

II. Clients (the supervised mothers and f milies). Different therapeutic approaches used by non-professionals and professionals.

III. The supervising-mothers--the indigenous workers themselves.

I. Professional man-power:

a. A solution to the man-power problem: Employing non-professional workers increases the number of man-power that deals with different areas. Research proved that even though these non-professional workers had a short-term training, yet they show very good and efficient results. Therefore investing in these workers and employing them is worthwhile. Many researches and successful experaments were m de about the employment of para-professional workers in different areas especially in mental health in the United States.

Activating non-professionals makes it possible to reach a bigger number of needy clients on one side and working in additional areas of service. Generally the professionals do not always reach such positions. Furthermore, the reason is that at times the professionals do not wish to work in such positions, or that these professionals feel belittled and "unprofessional" enough when dealing in such areas. Again, it could be used by the professionals as a means for upward mobility.

b. Proper utility of the present man-power:
Professionals are often forced to engage in jobs that are not "purely therapeutic", but are closely connected to their profession. Example: filling standard application forms such as admittance papers of the client or his/her discharge, etc. Certain clarifications or requirements for treatment or rehabilitation that appear more administrative than therapeutic. Example: whether or not there is a vacancy in an institute; what are the formal acceptance conditions, etc.

The employment of non-professional workers such as the supervising-mothers of the Project for technical jobs would provide the professionals with time to function at a more therapeutic level. Furthermore, one professional could supervise a number of para-professionals. This is what takes place in the Project activated by the Ahli Hadi El Joz Community Center and its extension Abna El Kuds. This point contributes to the efficiency of the work at the Project and directs the attention of the professionals to more professional roles where only a professionally trained person could actually contribute.

II. The Clients
a. Employment for the needy: The emphasis here is on solving the problem itself. The intention is to solve the poverty and unemployment problems this population group has. Therefore, they are provided with new jobs, opportunities that widen the possibilities for advancement and rehabilitation. That is, employment provides them with job opportunities and chances for upward advancement. This is one way of

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dealing with poverty and unemployment. The uniqueness of this approach lies in the fact that poverty is overcome while the focus is on new workers and their careers. (Reissman, 1965).

b. Self-therapy principle:

The employment of the workers strengthens their "ego" by feeling that they too can contribute to others. They are worth more. They are stronger. Their need and ability to gather their own strength in order to help others re-evaluates their "selves" and their capacity. Thus they develop, which is a first class therapeutic measure.

In general, this population is characterized by lack of sensitivity in relation to "giving". The feeling of "I don't have enough strength to give", is also observed by their own dependence on others. A feeling which decreases their perception of their own self-worth. By giving, "I don't only take, I give, too", the feelings that "I am capable, I can give", is developed and others value my giving. The act of giving itself strengthens their positive capabilities which is extremely important especially to this disadvantaged population and those mothers, because:

1. Those mothers need to mother and nourish in order to reach self-actualization. In research about the characteristic of Morocan and Yamein women with 0-8 years of schooling, Dr. Shoushana Shirni found that these women perceive themselves first as mothers and wives. Dr. Shirni investigated the self-image of these mothers. She asked questions in various areas such as: I as a woman, as a wife, as a mother, as part of society, as a citizen. It was found that some of the concepts were unclear and insignificant for those mothers. It was found that they see themselves clearly as mothers and wives. Again, in these areas, their self-image was especially high. Therefore, if they were to work in roles that stress the "mother" and "wife" role, it would be most beneficial and enable them to experience their self-actualization more deeply.
2. Giving and taking is an expression of the "self"

especially within the discussed population whose characterized life-style is built on external feedback.

3. The self-expression of mothers from the disadvantaged community is expressed in view of the close significant others. This principle is actualized by providing supervising-mothers who come from similar socio-demographic and socio-economic backgrounds as the supervised-mothers.

That is, the lower the self esteem is (it is generally so within this population) the higher is the loss of control as connected and fixed by outside factors (outside me). The self-image is closely connected to my ability to help Therefore, employing indigenous workers contributes the promotion of the self-image, and the ability to develop initiative and self-expression.

III. <u>The Clients (the supervised-mothers)</u>

Employing local mothers as supervising-mothers is a contribution to the supervised mothers themselves.

1. <u>Overcoming the gap between client and worker</u>:
Generally, the workers belong to the stronger class of society and the client belongs to the weaker. This might create a disfunctional gap between worker and client. But employing supervising-mothers almost from the same class and society might overcome this gap.

<u>The accepted therapeutic methods and supervision:</u>

1. The client's motivation and willingness to change.
2. The ability to abstract thinking in order to develop insight. To be able to connect the past and the present, cause and result, past factors to similar situations of the present, as an example. The discussed population is characterized by its cognitive immaturity, by emphasizing the superficial and not the internal (Frankenstein, 1970). Expressed by extreme difficulty or even inability to develop insight.
3. The ability of verbal expression. There is a difference between Western and Oriental perception in this area. Different attention is paid to the tonation, subject matter, etc. The same applies to the belief in "talks" as a helping measure.

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In addition to the difference in perception between the Western and the Oriental cultures, the disadvantaged population is characterized by their emphasis on the concrete and the tangible. They do not believe in "talk" as a measure for solving problems.

4. Trust between the worker and the client which is not based on material help. (The emphasis of this population on material help was already discussed.) Therefore, it depends on the belief of the worker in the ability and expectation of the client to change in accordance with his own supportive measure.
5. The accepted traditional technique of "across the table" situations, reinforces the perception of the client's low self-image. Particularly if he/she is from this population. The traditional method differentiates between the therapist and the client; the form of "I am strong/you are weak"; "I know/you don't know", "I tell you what isgood for you" and "I give/you receive". A situation which increases the already existing dependence within this population.
6. The traditional therapeutic techniques are Western, carried out by Western therapists who have Western culture and values. They believe that the individual is the end. While the Oriental clients belong to a culture which believes more in the tribe, the perception of the community or the group.

In summary, the conventional treatment emphasizes the difference in values and way of thought and norms. The difference is a result of the gap between the therapist and the client, and from the fact that each comes from a different cultural background. The close position of the worker (supervising-mother) from the formerly mentioned point of view, to the client (supervised-mother) to a certain extent enables her to overcome this gap. Particularly when she isnot a professional therapist or supervisor, but a mother from the same helped community who succeeded in progressing and moving up. However, "touched both worlds", the needy on one side and the helping on

the other - the needy-helpers.

B. <u>More efficiency in treatment</u>:

Some claim that the work of the para-professionals in general and of the indigenous workers in particular is more efficient. The detailed explanations for such a claim are:

1. The conventional therapeutic means stress the use of intellectual and cognitive tools. Yet, "indigenous workers" use more examplification and practical methods. From the above, it is therefore clear that cognitive is not suitable. The concrete practical and examplifying tools are more suited. Professionals tend to deter from using concrete tools. Thus the indigenous worker could be more efficient at times.
2. The indigenous workers are characterized by their closeness to the supervised mothers from the point of view of life-style, values, traditions and mentality. Therefore, it is easier for them to understand the mother's mode of life and be able to treat them without being removed from their own deep-rooted life-style. It is necessary to mention here that by "understanding" is meant intellectually, experiential and unmeasurable understanding. Professional workers could have an understanding of the culture and traditions, but usually, it is more intellectual and measurable. Even if professionals have the understanding, it is not clear if they can or should behave according to such traditions which might help build a relationship with their clients.
3. A myth about the indigenous worker's natural ability to reach the serviced population is created and is derived from their "innocent" approaches. A worker is evaluated by his/her own primary roll skills, mode of behavior of the under-privileged and their mode of communication.
4. An additional factor that might positively affect the efficiency of the indigenous workers is the fact that they themselves had experienced similar problems. The workers' identification with the client based on similar backgrounds saves on new learning and provides the client a more relaxed feeling.

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5. Adaptation of the indigenous worker as models to their roles. The example of the supervising mothers who are from similar backgrounds as the supervised mothers increases the latter's motivation on one side. On the other hand, it promotes the possibility of reinforcing the "ego" through the similar "other".
6. An additional efficiency factor in the role of the indigenous workers is that they are from the same community. This affects the former's perception not as a foreign change agent, but as an individual who is from "inside". The importance of the "outer" or the "inner" relationships within this community and the reinforcement of the "ego" through the sameness have already been discussed.
7. Treatment here is done by the "significant others". As previously discussed, the point is significant to the supervising-mothers themselves, the supervised-mothers and the efficiency of the work.

Employing indigenous workers contributes to the crystallization of the community and diminishes the social-tensions. Thus the community realized it is a partner to its own social progress. When a community realizes its responsibility to all its members, it erases the "needy" feeling within it. Again, it wouldn't feel dependent on charity of the "organization" or the "other" who providethe services but as a strong group that has the power to improve its own conditions.

Actually, this section could be perceived as an enlargement upon the Self-Therapy-Principles mentioned earlier. Reinforcing the community's positive strength - "I could do for myself" and to the "significant others within my community". This is an important social-community moment, particularly if the group-image is low. When the low self-image of the individual is as an individual and not as an individual from a particular group.

Reservations of Employing Indigenous Workers

Various elements, especially professionals, have reservations about employing indigenous workers for a number of reasons:

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1. The threat on the professionals caused by employing para-professional indigenous workers.

Wilensky, (1964) claims that all professions have properties, processes and effects. Each group of professionals tries its best to watch over the standard characteristics and aims of the work and the competition within its field. The group would take the responsibility to create certain new relations between worker and client making decisions in regards to the best way of supplying the service and future planning. Thus, the group members would take certain professional authorities from society. Similarly, they would demand certain hierarchial professional status.

It is extremely important for non-professional elements not to actually be within their own area of activities.

2. Fear of lowering the work standard if non-professionals are involved - a thing the social workers of the Project are considering.

4. There is a bureaucratic problem, too. Employing the para-professionals could negatively influence their unity as workers. The nature of the bureaucratic organization contradicts the primary role skills. The danger of employing para-professionals (supervising-mothers) within a bureaucratic organization could cause loss of specific skills of the social workers or teachers in the Project, especially when those people are unaware of the "loss" and the need to be replaced or substituted.

5. An additional claim states that being a supervising-mother from the same community can become an obstacle since the clients (supervised-mothers) usually tend to accept someone who is not from his city. But the Project didn't experience such a claim and not one incident has taken place to promote such a belief during the period of the supervising-mother's work in East Jerusalem.

6. Imposing an additional load on the professional worker, supervising the non-professional workers, organizing activities and watching over them.

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Difficulties the Para-Professional Workers faced while at work with the families

1. At times, the para-professional-supervisor will visit a home to give supervision as previously agreed upon with her own supervisor. But the mother will not be at home. Such events point out that the therapeutic-supervision contract between mother and supervisor is not clear and the mother doesn't respect it. Today, the staff is aware of this problem and is trying to find ways to overcome it.
2. At times an activity which was agreed upon between mother and supervisor doesn't take place, mainly because the mother didn't prepare herself for supervision as previously arranged and didn't prepare the required tools or material necessary for the session.
3. Since supervision takes place at the mother's home, it sometimes happens that then the para-professional visits for the supervision hour, the mother already has visitors. This doesn't permit her to carry out a supervision talk with the mother. At times the para-professional is forced to leave the home when she realizes the inconvenience of the situation.
4. At times, it is difficult to play educational games that are connected to religion and traditions as the mother believes e.g., playing with plastaline. This difficulty doesn't effect the mother/supervisor relationship, particularly since the para-professionals are advised how to handle such a situation.

Present and Future Planning for the Supervising-Mother's Work

The staff of the Project in E. Jerusalem in cooperation with other professionals in the community trained eleven supervising-mothers. They had a four-month intensive course. (The material given to the mothers was previously discussed.) Seven of them worked within the framework of the Project. Six already work with 29 supervised-mothers. The seventh works with the mothers at the Project and who receive services at the American Spafford Clinic. The above mentioned six mothers visit the homes once a week for an hour to give supervision. The subjects discussed are mainly child care, home-needs, the use of games and playing with children, child nutrition, etc, and guiding the mother in areas of physical,

cognitive and emotional development of the child. In addition, they also participate in group supervision carried out by the supervising-mother and the rest of the Project's staff.

The Supervising Mothers are still receiving supervision from the Project's staff, particularly from the Para-professional Organizing Unit of the Project.

Presently, the staff of the Project is planning to prepare more supervising-mothers. Most eligible mothers known to the Project were invited. They have to meet the criteria of whether or not they can work as a supervising-mother. These mothers were interviewed in a group where the staff members of the Project put questions to them for discussion. Example: Suppose as a supervisor you were entertaining a visitor at your house. Your son came back from school and started talking to you about things that are important and of interest to him. He disturbed and interrupted you. What would you do? This and other questions were discussed. From the discussion of such problems, the staff members were able to get to know the mothers better, their way of thought, their knowledge, ideas and values. In addition, they have to meet the following criteria:

1. Minimum 9 years of schooling. (Most of the applicants did have minimum 9 years and some of them had 12. All the mothers who had 12 years were chosen.)
2. The mother's experience. Her participation and involvement in the Project's activities. Former contact with one of the supervising-mothers is preferable.
3. Readiness to accept new knowledge and attitudes. Readiness to change and participate in the activities that supposedly can help her change.
4. The husband agrees to his wife going out to work.
5. Personal traits. Readiness to listen, peace of mind, ability to debate in a logical and constructive way, readiness and ability to carry out and lead a group.

Twelve mothers were chosen. The staff members of the Project visited all the mothers at home and explained to them about the new course and its aims. Ten of them agreed to take the course that aims at training them to become supervising-mothers. Finally, nine did attend and the tenth

never showed up. About the material and methods of the course, see former outline. Similar to the previous supervising-mothers, the new mothers would have supervision from the staff members while working with other mothers, after finishing the course.

How do the staff of the Project select new mothers for supervision:

On finishing the course, the mothers are supposed to work as supervising-mothers to other mothers known to the Project. The staff has alotted certain criteria to assist in selecting mothers for supervision:

1. To have a child from 0-3 years of age is a compulsory condition. (All families known to the Project are in this category.)
2. The participating family shouldn't be "broken". Broken-families have a separate program within the Project.
3. The husband's agreement for the participation of the wife is a basic condition. Similarly, the wife should agree to have supervision.

It is recommended that the baby (0-3) be present during the supervision, in order for it to play with the games the para-professional mother brings.

Summary:

In summation, the paper deals with a para-professional training program of indigenous supervising-mothers. The course was prepared in such a manner that it covered both the theoretical and the practical material. It was divided into three main areas. The first dealt with the child, its physical, emotional and mental developmental stages. It discussed its basic needs, such as love, nutrition and every day care. Phenomena such as fear, jealousy, the importance of games and play in early childhood were touched upon, too.

The second area dealt with the mother as an individual within the family and her role within the family dynamics. These were discussed within a group, thus providing the mother with experiences and first hand responses from the other mothers or from the staff member. The mother was given roles that she functions best at, that proved her capability and ability to give as well as take. Her independence was stressed, thus her own self-worth and self-esteem were promoted.

Both these sections were given in the form of theoretical lectures followed by group-work, where the mothers as a group were able to discuss in detail the various subjects lectured on or any other subject they felt unclear about or which bothered one or all of them. In the group they tested their own feelings and behavior and received an immediate first hand response which is of great importance to this population. Furthermore, each one of them received individual supervision. This enabled them to open up and discuss any subject there might be doubts about.

The third part of the paper debated the advantages and disadvantages of indigenous para-professional supervising-mothers, employed within the community. The Project's backing to such an endeavor is in the fact that they are already preparing for the next program for the coming year.

Conclusion:

For conclusion, the paper dealt and debated each and every detail of the trainee program for the indigenous para-professional supervising-mothers because this was a pioneer program upon which more programs will be built.

The program was built in a simple and theoretical method where indigenous mothers are able to acquire knowledge, experience and at the same time contribute in areas they know best.

The method of lectures, group discussions and finally individual discussions proved to be satisfactory in training these simple ladies whose educational background was limited.

The Project utilized successfully the indigenous mothers as supervisors for everyday life tasks within their own community. They use simple everyday methods and tools. They speak the same language and have the same cultural background as the supervised-mothers. They are able to use their own past experience in solving similar problems. The fact that the indigenous workers have the same background may act as a reinforcement to the supervised-mothers.

Future planning is already taking place. It is provided for those mothers who are interested in working and participating in the training program and at the same time who meet the criteria of the staff members, such as personal traits, education, knowledge and attitude.

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